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ABSTRACT

Prepared to provide assistance to college and university staff members in infusing career education into personnel development programs, this guide is based on the experiences of the members of Oregon's Interinstitutional Consortium for Career Education. This document presents a series of guiding principles necessary for program infusion. These principles are divided into the following categories: administrative support and commitment; adequate research information; cooperative efforts with the state department of education, local school districts, and community resource people; college staff inservice; adequate delivery systems; adequate funding to provide staffing, materials, and program development; planning and evaluation; and provisions for coordination and articulation of programs within institutions. Under each principle is listed a series of short descriptions of activities based on the experiences of consortium members and a set of indicators of an effective program in which career education concepts have been effectively infused. These principles, activities, and criteria are designed to be useful in program review and evaluation as well as in program development. Appended are abstracts of project reports; guidelines for preparatory program accreditation in career education; a bibliography; and revised syllabi. (See CE 019 260 for the final performance report of this statewide effort to infuse career education into teacher, administrator, and counselor preparation programs.) (BM)

ED166396

GUIDE FOR INFUSING CAREER EDUCATION INTO TEACHER EDUCATION PROGRAMS

James Ellingson -- Editor

A Project of the
Interinstitutional Consortium for Career Education
Marion Intermediate Education District
3180 Center Street N.E.
Salem, Oregon 97301

August, 1977

CE 019 267

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

This guide is written for you the college or university professor, the university administrator and/or the state educational agency specialist who has responsibility for planning and implementing professional education courses which prepare individuals for emerging roles in the area of career education. It is the result of the collective work of more than 300 Oregon college and university staff members who, during the last four years, have worked together to infuse career education into programs which prepare teachers, counselors and administrators for Oregon schools. We sincerely hope the guide will be of assistance to you in conducting similar efforts in your colleges and/or state.

The guide is intended to provide some basic direction in the infusion of professional education courses with concepts of career education. Although the guide should be helpful within itself, it will be most useful when used in conjunction with the other publications which have been produced by the Interinstitutional Consortium for Career Education. Abstracts of those publications are included in Appendix A of this document.

The Interinstitutional Consortium for Career Education was established in 1974 and is comprised of representatives from all the colleges and universities in the state which prepare teachers, counselors and/or administrators. During the past four years, staff members of these colleges and universities have worked to identify career education concepts which should be infused into preparatory programs and have modified their instructional programs to include such preparation. The consortium in jointly sponsored by the Oregon Department of Education, the Oregon State System of Higher Education, and the independent colleges and universities in Oregon.

We would like to acknowledge and express our sincere appreciation to Dr. James Ellingson, Professor of Education, Oregon College of Education, for his work as principle writer and developer of this guide. Assisting Dr. Ellingson has been Dr. Allen Lee, Professor of Career Education, Portland State University; Dr. Herman Hughes, Director of Teacher Education, George Fox College; Dr. Rod Groshong, Professor of Elementary Education, Southern Oregon State College; Dr. Wesley Caspers, Director of Student Teaching, Linfield College; and Dr. Harold Stauffer, Professor of Education, University of Portland.

Additional information regarding the consortium and its activities can be obtained from the project office.

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INTRODUCTION

The Implementation Guide was prepared to provide assistance to colleges and universities in the infusion process. It is designed to be used by individual faculty members as well as institutional departments and committees. Although the guide's major purpose is to aid program development, it will also be useful in review and evaluation of presently operating programs.

The Guide is based on the experiences of the members of the Interinstitutional Consortium for Career Education (ICCE) which is comprised of all Oregon institutions of higher education which prepare teachers, counselors and administrators. The Consortium's work is sponsored by the Oregon State System of Higher Education, the Oregon State Department of Education, and the independent colleges and universities in Oregon.[1] Consortium activities are designed to facilitate Oregon colleges efforts to improve their preparation of educational personnel for roles in career education. The ICCE serves as a planning/coordinating body charged to study the needs for personnel development in career education and to promote necessary activities to meet these needs. The structure of the ICCE is shown in Figure 1.

It is generally agreed that all components of personnel development programs are appropriate for the infusion of career education including the general studies or liberal arts component. However, while it is recognized that infusion of career education is an institution-wide responsibility, the efforts of the ICCE have been directed primarily toward professional education courses.

Members of the ICCE have defined infusion as the integration of career education into programs to prepare teachers, counselors and administrators by infusing the concepts into existing courses or by developing separate courses on career education for inclusion in preparatory programs. This definition of infusion was chosen because it provides flexibility for the members of the faculty of each college to meet the needs of their particular students. Some college faculties have met those needs almost entirely through infusion into existing courses, others have developed separate courses. It has been found that the development of separate courses has been particularly useful for inservice programs and both infusion strategies should be considered.

In either event the major goal of personnel development programs has been to prepare teachers, counselors and administrators who will be able to effectively infuse career education into their areas in a manner which will enhance the teaching/learning process.

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1. The term "college" will be used in subsequent references to the colleges and universities in the Consortium.

Figure 1

THE INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION

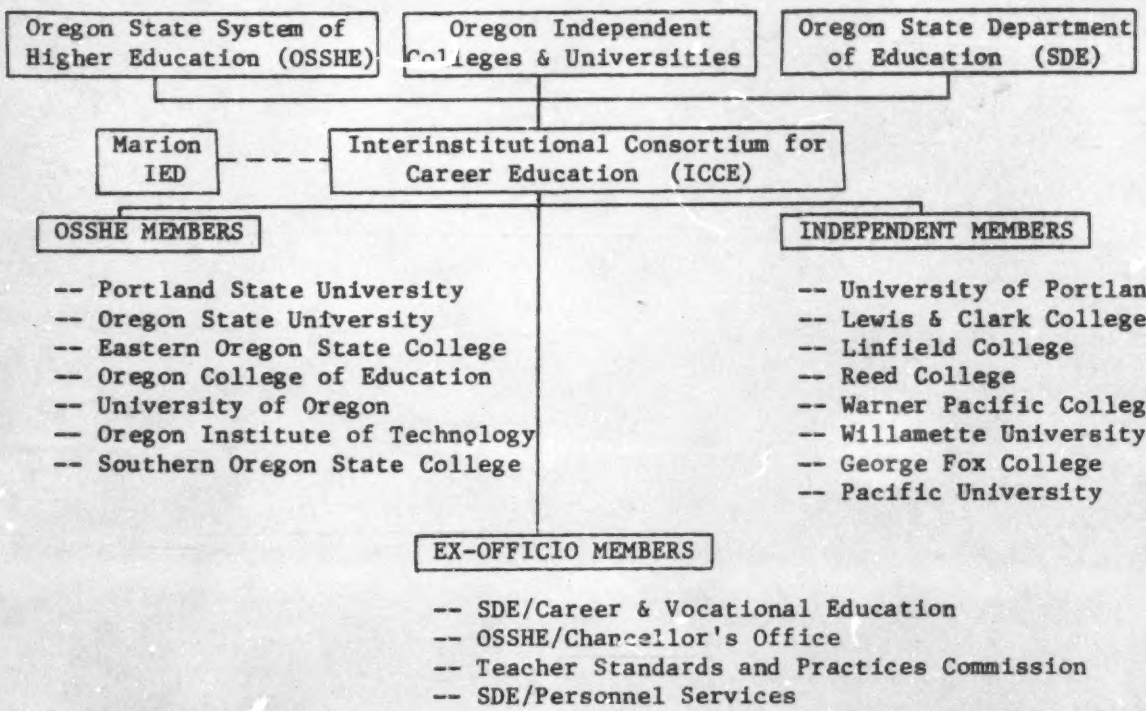
ORGANIZATION

The Interinstitutional Consortium for Career Education (ICCE) was formed in 1971 and is comprised of all Oregon institutions of higher education which prepare teachers, counselors and administrators. The endeavor is cooperatively sponsored by the Oregon State Department of Education, the Oregon State System of Higher Education and the independent colleges and universities of Oregon. Staff is employed by the Marion Intermediate Education District (IED) to coordinate Consortium efforts and carry out Project activities.

PURPOSE

- Consortium activities are designed to facilitate Oregon college and university efforts to improve their preparation of educational personnel for roles in career education.
- The ICCE serves as a planning/coordinating body charged to study the needs for personnel development in career education and to promote necessary action to meet those needs.

STRUCTURE


Oregon State System of Higher Education (OSSHE)
Oregon Independent Colleges & Universities
Oregon State Department of Education (SDE)
Marion IED
Interinstitutional Consortium for Career Education (ICCE)
OSSHE MEMBERS
-- Portland State University
-- Oregon State University
-- Eastern Oregon State College
-- Oregon College of Education
-- University of Oregon
-- Oregon Institute of Technology
-- Southern Oregon State College
INDEPENDENT MEMBERS
-- University of Portland
-- Lewis & Clark College
-- Linfield College
-- Reed College
-- Warner Pacific College
-- Willamette University
-- George Fox College
-- Pacific University
EX-OFFICIO MEMBERS
-- SDE/Career & Vocational Education
-- OSSHE/Chancellor's Office
-- Teacher Standards and Practices Commission
-- SDE/Personnel Services

DEFINITION OF CAREER EDUCATION

For the purpose of this guide and as used by members of the Consortium, career education is defined "as an instructional strategy for all segments of the educational program which embraces the concept that each individual must learn to function effectively in six life roles: citizen, consumer, family member, individual, learner and producer. Career education provides learners, within the basic instructional program, experiences to develop attitudes, knowledge and skills, and to make effective choices that will enable them to perform successfully in the producer role, assist them in related life roles, and form a bridge between school and the world of work."[2]

This definition stresses the interdisciplinary nature of career education and has important implications for the preparation of educational personnel, since it places the responsibility for career education on all teachers in all school programs. Each subject matter area can make a contribution to the goals of career education. In turn, career education can be used to vitalize all curricular areas and make them more relevant to the needs of the students.

This definition focuses on the interrelationship of the producer role to all other life roles. The USOE definition differs somewhat from this in that is seems to focus almost exclusively on the producer role which is defined broadly as paid and unpaid productive activity. Oregon emphasizes the impact of the producer role on all the other life roles.

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2. Oregon Department of Education. What Is Career Education in Oregon? - A Concept Paper. Oregon Department of Education, 942 Lancaster Drive NE, Salem, Oregon 97310. 1977.

NEEDS AND RATIONALE

American educators are being increasingly challenged to make education more relevant to the world in which their students live and work. Local, state and national commitment for career education has become widespread. The Fifth Annual Gallup Poll on Attitudes Toward Education reported that ninety percent of those polled would like to have schools give more emphasis to a study of trades, professions and businesses to help students decide on their careers. The most recent Gallup Poll (Eighth Edition) asked the question, what would do most to improve the quality of public school education overall? Thirty-eight percent of those responding identified an emphasis upon career education and development of salable skills.

In a 1975-76 national survey of career education mandated by the Education Amendments of 1974, widespread implementation of career education was found. More than 9200 of the 16,740 K-12 school districts indicated at least a minimal activity in career education. However, only 3% of those districts could boast a comprehensive program measured against the nine learning goals for career education articulated in the 1974 policy paper on career education of the U.S. Office of Education.

Additionally, the American Institute for Research reported that in the teacher training institutions there was a great deal of discussion of career education; however, the implementation of actual career education training programs was not yet at a significant level. The need, so strongly stated by local school districts and state education agencies, for help in developing school staffs for career education was only beginning to be met by the colleges of education.

The following excerpt from the January 1977 American Association Colleges of Teacher Education bulletin indicates the concerns of that organization in the infusion of career education into education personnel development programs:

> A 13-point action program on career education was developed by the AACTE ad hoc committee on career education at its December meeting in Washington. The group's recommendations will be submitted to the AACTE Board of Directors for consideration and possible implementation. The follow-up meeting of the career education group will then determine further actions based on Board reaction and direction.
>
> Funded by the U.S. Office of Education, the Committee examined the nature of career education and its implications and importance to the Association's membership. It accepted three criteria for career education programs:
>
> a. "inclusion and integration of academic and vocational education,"
> b. "infusion of guidance and instruction," and
> c. "systematic use of the community and its personnel resources in the instruction and guidance processes."

> The Committee agreed that most good teachers have meet these criteria, but increasingly complex societal needs require greater utilization of career education processes, at all levels today.
>
> The Committee stated that its recommendations "would move AACTE into a leadership role by establishing a career education focus on the education of teacher educators at member institutions, with a multiplier effect in the preservice, inservice and continuing education of teachers and other educators."

The Oregon State Department of Education and State Board of Education officially designated career education as a state priority in 1970. This early development has resulted in extensive implementation of career education in Oregon's local schools and community colleges. When the "Minimum Standards for Public Schools"[3] were revised in 1976, the Oregon State Board of Education took steps to reinforce this priority by including career education as a requirement for graduation from high school.

3. Elementary-Secondary Guide for Oregon Schools, Part I, Minimum Standards for Public Schools, Verne A. Duncan, State Department of Education, 942 Lancaster Drive NE, Salem, Oregon 97310. 1976.

DESCRIPTION OF THE OREGON SETTING

Oregon has an extensive history of cooperative efforts among all educational institutions in the state. All of the public colleges and universities in the state are members of the State System of Higher Education answerable to the State Board of Higher Education through the Chancellor's Office. The State Board of Education and the State Superintendent of Public Instruction have jurisdiction over the public elementary and secondary schools of the state as well as the community colleges. In 1967 the legislature created an Educational Coordinating Commission to provide liaison and coordination among all levels of education, public and independent, kindergarten through graduate school and adult education.

The Teacher Standards and Practices Commission, the legal body responsible for administration of personnel certification and teacher education program accreditation is made up of educational practitioners with its staff separate from but housed in the State Department of Education. TSPC shares administration of education personnel programs with the institutions of higher education through the "Approved Program Approach".[4] The Deans and Directors of Teacher Education in all public and independent institutions meet regularly to discuss common problems.

Cooperation among agencies and institutions of the Oregon school system was highlighted in 1960 when six institutions of the Oregon State System of Higher Education, Oregon Independent Colleges, the State Department of Education, along with all 21 of the largest school districts joined together in a united and systematic program to improve education K-12 through improved teacher education.

Activities of this program were eventually extended to include nearly every college and school district in the state. This highly successful four year "Oregon Program," funded by the Ford Foundation provided a precedent and valuable experience for future cooperative efforts.

Following these precedents, the ICCE has drawn on the rich experiences of staff members in the elementary and secondary schools and the State Department of Education, community representatives, and faculty and students in public and independent colleges and universities. Nearly all activities of the ICCE, both at the state and institutional levels have included broad representation from the above groups. Since these cooperative efforts have been a major factor in the success of the project, the need for this is reflected in the Guiding Principles which follow.

---

4. Authority to establish rules for certification is delegated to the Teacher Standards and Practices Commission under Oregon Revised Statutes. A graduate of an Oregon approved program is initially certified by having the preparing institution recommend him for certificate without a transcript review.

PROGRAM INFUSION

The strategy the Consortium used to infuse career education into personnel development programs in Oregon institutions of hi[illegible] education has had three primary foci of statewide and institutional [illegible]vities:

1. Staff Development
2. Program Infusion
3. Personnel Certification and Program Accreditation

The structure of the ICCE strategy is shown in Figure 2.

Since this strategy has worked for Oregon it is recommended to states and institutions interested in the infusion process.

Staff development activities have utilized the cadre approach to personnel development. Cadres from each campus were trained in the infusion process through statewide workshops and complimentary institutional activities. These staff members in turn served as support and instructional staff to orient and educate their colleagues in career education concepts and the infusion process.

Program infusion was initiated by statewide task forces which identified career education concepts, materials and strategies in a number of program areas such as elementary and secondary education. These task force reports were then used as a basis for revision of syllabi by individual faculty members and department groups.

Generally speaking course infusion was done by individual faculty members who took the following steps:

1. Reviewed the goals and objectives of individual courses.

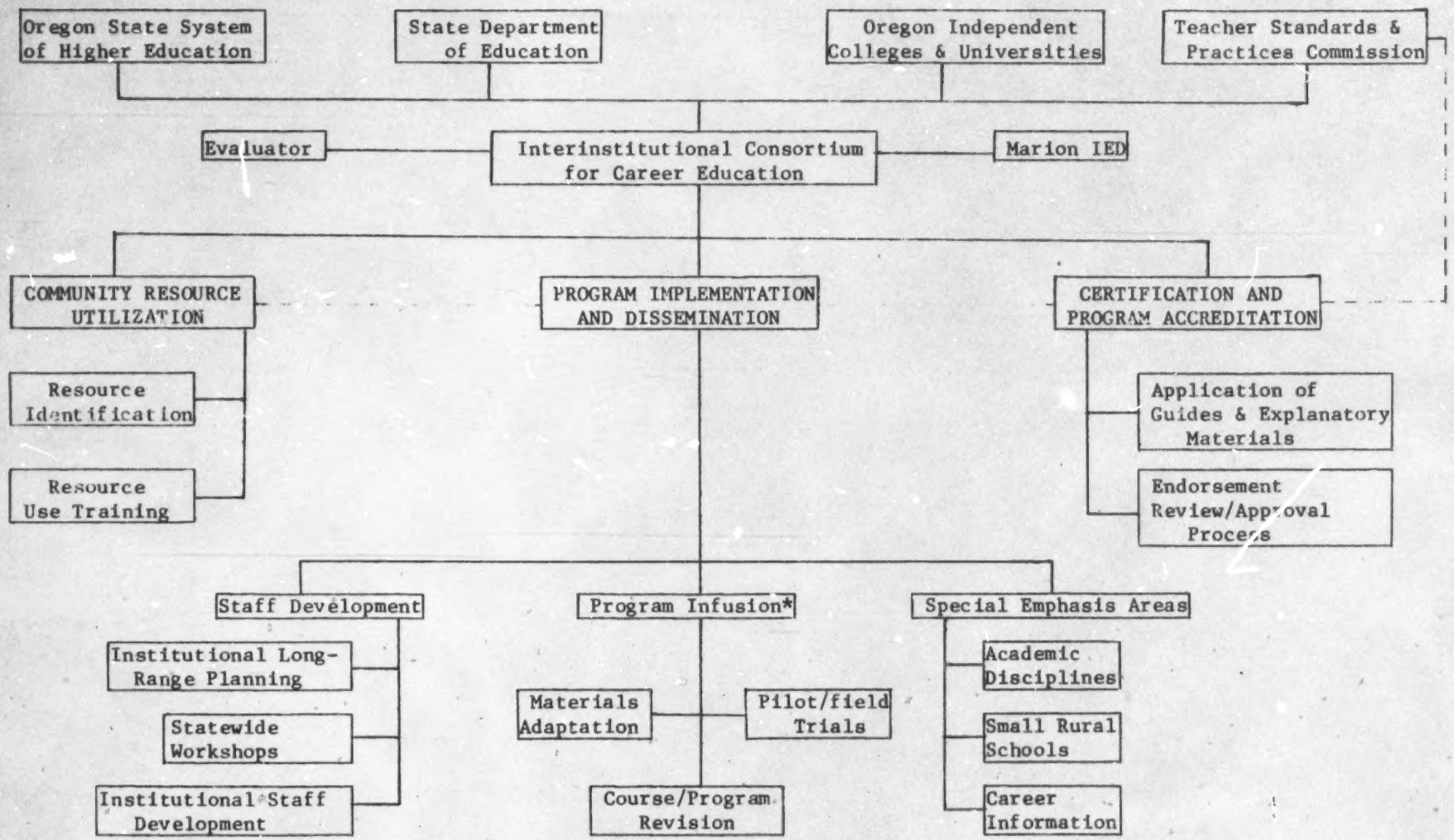
2. Studied career education concepts in general and in various goals of career education as outlined in consortium materials or other literature.

3. Revised course syllabi by adding those goals, content and teaching strategies of career education most closely related to the goals of the course.

4. Taught from the syllabi on a pilot basis and after any necessary revisions recommended that the syllabus become the officially recognized syllabus for that course to be used by all who teach the course.

The work of the Consortium in the area of program infusion is illustrated by Figure 3.

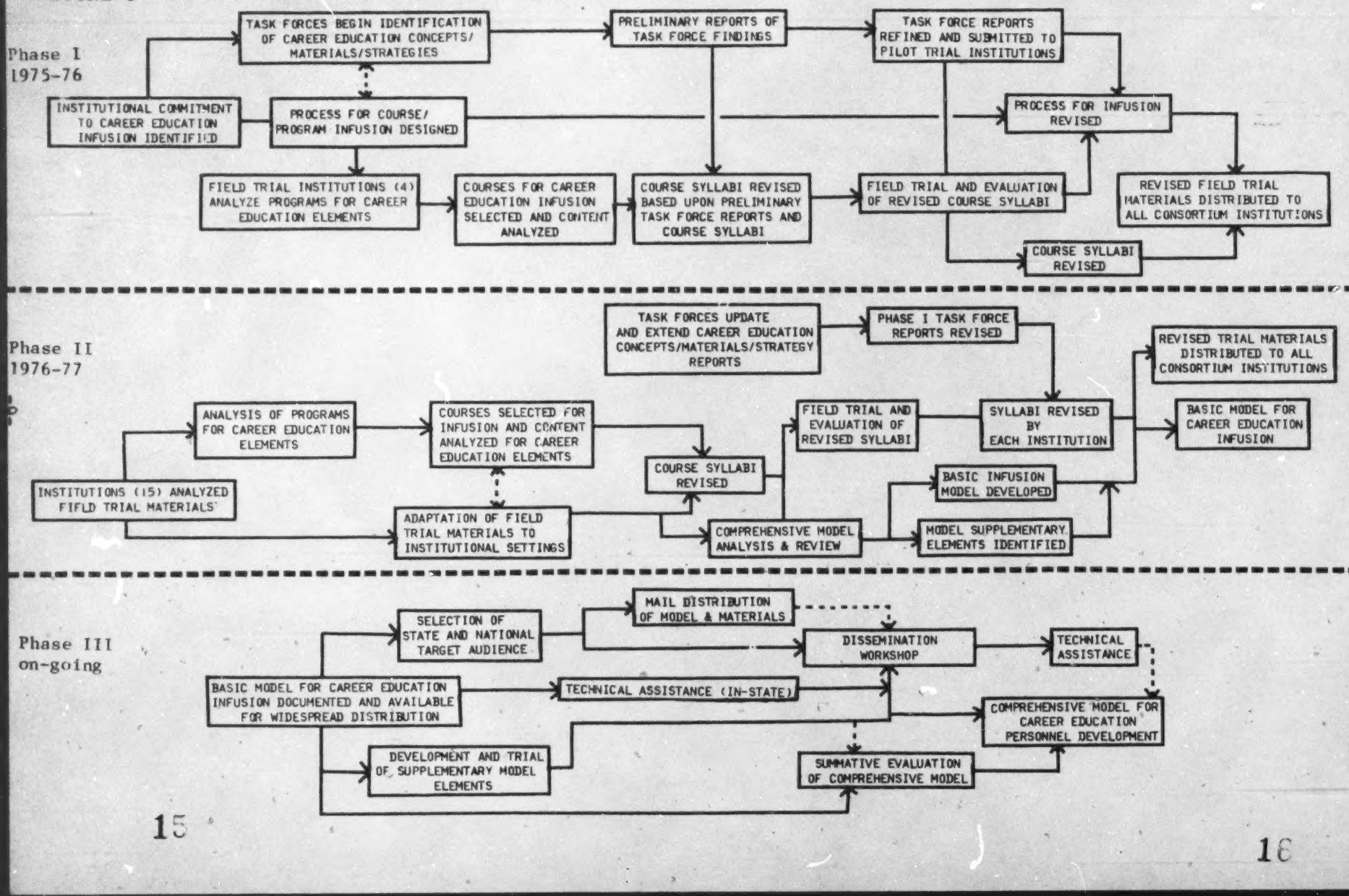
Figure 2
ORGANIZATIONAL STRUCTURE



* Each of the 15 Consortium institutions will conduct program infusion activities.

INFUSION MODEL FOR REVISING EDUCATIONAL PREPARATORY PROGRAMS TO MEET IDENTIFIED NEEDS IN CAREER EDUCATION

FIGURE 3


Phase I
1975-76
TASK FORCES BEGIN IDENTIFICATION OF CAREER EDUCATION CONCEPTS/ MATERIALS/STRATEGIES
PRELIMINARY REPORTS OF TASK FORCE FINDINGS
TASK FORCE REPORTS REFINED AND SUBMITTED TO PILOT TRIAL INSTITUTIONS
INSTITUTIONAL COMMITMENT TO CAREER EDUCATION INFUSION IDENTIFIED
PROCESS FOR COURSE/ PROGRAM INFUSION DESIGNED
PROCESS FOR INFUSION REVISED
FIELD TRIAL INSTITUTIONS (4) ANALYZE PROGRAMS FOR CAREER EDUCATION ELEMENTS
COURSES FOR CAREER EDUCATION INFUSION SELECTED AND CONTENT ANALYZED
COURSE SYLLABI REVISED BASED UPON PRELIMINARY TASK FORCE REPORTS AND COURSE SYLLABI
FIELD TRIAL AND EVALUATION OF REVISED COURSE SYLLABI
REVISED FIELD TRIAL MATERIALS DISTRIBUTED TO ALL CONSORTIUM INSTITUTIONS
COURSE SYLLABI REVISED
Phase II
1976-77
TASK FORCES UPDATE AND EXTEND CAREER EDUCATION CONCEPTS/MATERIALS/STRATEGY REPORTS
PHASE I TASK FORCE REPORTS REVISED
REVISED TRIAL MATERIALS DISTRIBUTED TO ALL CONSORTIUM INSTITUTIONS
ANALYSIS OF PROGRAMS FOR CAREER EDUCATION ELEMENTS
COURSES SELECTED FOR INFUSION AND CONTENT ANALYZED FOR CAREER EDUCATION ELEMENTS
FIELD TRIAL AND EVALUATION OF REVISED SYLLABI
SYLLABI REVISED BY EACH INSTITUTION
BASIC MODEL FOR CAREER EDUCATION INFUSION
COURSE SYLLABI REVISED
BASIC INFUSION MODEL DEVELOPED
INSTITUTIONS (15) ANALYZED FIELD TRIAL MATERIALS
ADAPTATION OF FIELD TRIAL MATERIALS TO INSTITUTIONAL SETTINGS
COMPREHENSIVE MODEL ANALYSIS & REVIEW
MODEL SUPPLEMENTARY ELEMENTS IDENTIFIED
Phase III
on-going
SELECTION OF STATE AND NATIONAL TARGET AUDIENCE
MAIL DISTRIBUTION OF MODEL & MATERIALS
DISSEMINATION WORKSHOP
TECHNICAL ASSISTANCE
BASIC MODEL FOR CAREER EDUCATION INFUSION DOCUMENTED AND AVAILABLE FOR WIDESPREAD DISTRIBUTION
TECHNICAL ASSISTANCE (IN-STATE)
COMPREHENSIVE MODEL FOR CAREER EDUCATION PERSONNEL DEVELOPMENT
DEVELOPMENT AND TRIAL OF SUPPLEMENTARY MODEL ELEMENTS
SUMMATIVE EVALUATION OF COMPREHENSIVE MODEL

The accomplishments of the Consortium in the area of personnel certification and program accreditation required the active participation of TSPC the official state agency which has the responsibility for certification of education personnel and accreditation of personnel preparatory programs. TSPC committees, at the request of the Consortium, developed key career education definitions, competency statements for students in personnel development programs, and guidelines for preparatory program accreditation in career education. The activities of these committees also resulted in amending Oregon certification regulations to require the inclusion of career education in all elementary and secondary preparation programs.

The activities of the Consortium are too extensive to be contained in this document. The companion documents listed in the appendix, however, provide a complete account of the activities in the three areas of staff development, program infusion, and certification and accreditation.

The Guiding Principles in the following sections are based on the experiences of the members of the Consortium and include an account of these experiences to support and enlarge upon the appropriate principles.

GUIDING PRINCIPLES

This section is a distillation of the experiences of members of the Consortium organized in a manner thought to be the most useful to other institutions and individuals wishing to infuse career education concepts into personnel development programs.

It is organized into a series of "Guiding Principles" which are felt to be basic enabling conditions and facilitative activities necessary for program infusion. Under each principle is listed a series of short descriptions of activities in which Consortium members engaged related to that principle. Also listed is a set of indicators of an effective program which set forth in general terms the characteristics of personnel development programs into which career education concepts have been effectively infused. These principles and criteria should be useful in program review and evaluation as well as in program development.

Two of the "Guiding Principles" involve agencies outside of the control of the individual colleges. They are included here because they have contributed a great deal to the infusion efforts of the Consortium. The two very critical agencies they involve are the state education ageney and the state agency responsible for training and certification of education personnel.

GUIDING PRINCIPLE

THE STATE EDUCATION AGENCY IS COMMITTED TO CAREER EDUCATION AS A VIABLE PROGRAM K-12 AND ASSISTS IN PROVIDING EDUCATION PERSONNEL WITH THE NECESSARY PRESERVICE AND INSERVICE EDUCATION.

A. Activities in which the ICCE engaged related to this principle:

1. The ICCE solicited and obtained from the Oregon State Department of Education a commitment to the infusion of career education into education personnel programs.

2. Consortium task forces and committees as well as institutional committees included representatives of the Oregon State Department of Education.

3. Oregon State Department of Education personnel served as resource speakers for college staff meetings and classes in higher education institutions.

4. The Oregon State Department of Education makes career education information available for use of staff and students in institutions of higher education.

B. Indicators of an effective program:

1. Close liaison is solicited and maintained with personnel in the State Department of Education.

2. The state education agency considers career education as a major goal for schools K-12 and provides statewide leadership in the development of career and vocational education programs in elementary and secondary schools.

3. The state education agency supports career education in education personnel development programs by making staff and materials available for use of staff and students.

GUIDING PRINCIPLE

THE STATE AGENCY RESPONSIBLE FOR THE TRAINING AND CERTIFICATION OF EDUCATION PERSONNEL IS AWARE OF THE NEEDS OF THE ELEMENTARY AND SECONDARY SCHOOLS OF THE STATE FOR PERSONNEL TO IMPLEMENT THEIR CAREER EDUCATION PROGRAMS AND IS WORKING ACTIVELY TO ASSIST IN MEETING THESE NEEDS.

A. Activities in which the ICCE engaged related to this principle:

1. At the request of the ICCE, the Teacher Standards and Practices Commission (TSPC) accepted the responsibility for the following tasks:

   a. Develop guidelines in career education to supplement the "Standards for the Approval of Oregon Colleges and University Teacher Education Programs."

   b. Investigate and, if warranted, develop an endorsement in career education for a Basic (4 year) or Standard (5 year) Oregon Teaching Certificate.

   c. Develop definitions and competency statements on career education for colleges and universities preparing elementary and secondary teachers.

2. TSPC appointed a committee to study and make recommendations in each of the three areas listed above. Each committee included representative teachers, administrators, teacher educators, and Department of Education personnel from throughout Oregon.

3. The study committees developed key career education definitions, competency statements for students in personnel development programs, and guidelines for preparatory program accreditation in career education.

4. TSPC accepted and approved the guidelines and competency statements for use in reviewing personnel development programs.

5. TSPC amended certification regulations to require the inclusion of career education in elementary and secondary education programs at the Basic (4 year) level for all teachers. A separate endorsement in career education was not found to be warranted.

B. Indicators of an effective program:

1. The state agency for certification and program accreditation is aware of the needs of elementary and secondary schools in the state for personnel who can operate effectively in career education programs.

2. The state certification regulations reflect these needs through the requirement of the development of appropriate skills and knowledge in career education in education personnel development programs.

3. The state agency is involved in career education activities and actively supports the infusion of career education into education personnel development programs.

GUIDING PRINCIPLE

ADMINISTRATIVE SUPPORT AND COMMITMENT IS PROVIDED AT ALL LEVELS OF THE INSTITUTION.

A. Activities in which the ICCE engaged related to this principle:

1. College administrative personnel attended statewide workshops.

2. College administrative personnel were included on institutional advisory committees.

3. College administrative personnel served on various ICCE task forces and other committees.

4. College administrative personnel served on the ICCE advisory committees.

B. Indicators of an effective program:

1. College administrative personnel appoint and support career education advisory committees.

2. College administrative personnel lend leadership and financial support to staff development and program infusion activities.

3. Administrative personnel provide release time for faculty to pursue career education goals.

GUIDING PRINCIPLE

PROVISION IS MADE FOR ADEQUATE PLANNING AND PROGRAM DEVELOPMENT FOR THE INFUSION OF CAREER EDUCATION INTO PERSONNEL DEVELOPMENT PROGRAMS.

A. Activities in which the ICCE engaged related to this principle:

1. All colleges were required to submit long-range plans for infusion of career education into education personnel development programs. These plans included time-sequenced activities based on a three-year projection in the following areas:

   a. Organization/administration of career education development and implementation activities.

   b. Staff development.

   c. Program/course infusion.

2. Long-range plans have been revised annually based on a reassessment of institutional needs.

3. Institutional plans have been reviewed and approved by the appropriate administrative staff members.

4. Institutional career education committees have assisted in the development and revision of long-range plans.

B. Indicators of an effective program:

1. The college has on file a written, current long-range plan for the infusion of career education into personnel development programs.

2. The Career Education Advisory Committee provides direction and guidance to the infusion process by participating in developing and monitoring the long-range plan.

3. Decision makers utilize the career education long-range plan when determining the priorities necessary for developing and reviewing personnel development programs.

4. The long-range plan contains timelines for projected accomplishments.

5. The long-range plan is revised annually.

6. The college budget supports the needs and priorities outlined in the long-range plan.

7. Career education components are included in the institutional long-range plans for college staff development.

GUIDING PRINCIPLE

PROVISION IS MADE FOR ADEQUATE STAFFING FOR THE DEVELOPMENT, MAINTENANCE, AND MONITORING OF THE INFUSION OF CAREER EDUCATION INTO EDUCATION PERSONNEL DEVELOPMENT PROGRAMS.

A. Activities in which the ICCE engaged related to this principle:

1. A representative to the Consortium was appointed by each college who acted as a liaison between the Consortium and the college and who also became the focal point for career education activities on that campus.

2. Released time was provided the Consortium representatives for the adequate performance of tasks related to the infusion process.

3 Released time was provided individual faculty members for the purpose of revising their course syllabi to infuse career education concepts into their courses.

B. Indicators of an effective program:

1. A college staff member has been identified and given the responsibility to provide leadership and coordination of programs and activities related to career education.

2. The college coordinator has been provided time to carry out assigned responsibilities.

3. The Career Education Advisory Committee is an established institutional committee whose purpose is recognized by college administrative personnel.

4. Activities related to the infusion of career education into personnel development programs is considered to be an integral part of the college curriculum development program.

GUIDING PRINCIPLE

STAFF DEVELOPMENT ACTIVITIES ARE MADE AVAILABLE TO COLLEGE STAFF TO PROVIDE THEM WITH THE NECESSARY SKILLS AND UNDERSTANDINGS TO ENABLE THEM TO INFUSE CAREER EDUCATION CONCEPTS INTO THEIR COURSES.

A. Activities in which the ICCE engaged related to this principle:

1. The cadre approach to staff development was utilized by the Consortium.

2. Five statewide workshops were held to train a cadre of staff members from each college.

3. These staff members in turn served as support and instructional staff to educate their colleagues in career education concepts and the infusion process.

4. College staff development programs have included the development of training packages for college staff, staff retreats, the development of career education resource centers for the use of staff and students, and meetings in which college staff exchanged ideas with public school teachers and administrators.

5. Institutions arranged for staff members to visit exemplary programs in Oregon as well as in other states.

6. Staff members from institutions worked closely with schools in their area in developing exemplary programs.

7. Staff members served on local career education assessment teams and in other evaluation type activities.

B. Indicators of an effective program:

1. Adequate time and funds are provided for college staff development activities in career education.

2. College staff members are encouraged to attend state and national meetings and workshops in career education.

3. Adequate use is made of resource personnel from local school districts and other colleges.

4. Adequate materials are available for college staff development activities.

5. Opportunities are provided for college staff members to become involved in teacher inservice programs in local districts.

6. Faculty members are provided with opportunities to familiarize themselves with on-going career education programs in the public schools.

GUIDING PRINCIPLE

SYLLABUS REVISION IS BASED ON ADEQUATE RESEARCH INFORMATION.

A. Activities in which the ICCE engaged related to this principle:

1. The task force concept was the major vehicle by which the Consortium gathered information to be used in syllabi revision. Eight task forces identified career education concepts, competencies, materials and strategies in personnel development programs for elementary teachers, secondary teachers, administrators, special education, vocational education, counselor education, the use of community resources, and career information. These reports were made available to college personnel interested in career education infusion.

2. The task force reports included extensive bibliographical material for individual research by college staff and students.

3. Syllabi in a number of institutions were revised and subsequently piloted and the syllabi made available to other faculty members and institutions.

B. Indicators of an effective program:

1. College course syllabi provide evidence that all students enrolled in personnel development programs are provided with career education knowledge and infusion skills in three areas of their preparation -- professional education courses, the teaching specialty area, and general education courses.

2. Guidelines for syllabus revision are available for the use of college staff members and are based on adequate research and study including the recommendations of such groups as:

Local consortia or advisory committees
The Career Education section of the State Educational Agency
The U.S. Office of Education
Regional Educational Laboratories
The Center for Vocational Education, The Ohio State University
Governor's Advisory Council for Career Education

3. Financial resources are budgeted for curriculum development including the infusion of career education concepts into existing courses and programs.

GUIDING PRINCIPLE

PROVISION IS MADE FOR THE DEVELOPMENT AND COORDINATION OF ARTICULATED EXPERIENCES WHICH ALLOW STUDENTS IN EDUCATION PERSONNEL DEVELOPMENT PROGRAM TO ACQUIRE CONCEPTS AND DEVELOP COMPETENCIES IN CAREER EDUCATION.

A. Activities in which the ICCE engaged related to this principle:

1. Consortium task forces identified:

   a. Desirable student outcomes (grades K-12)

   b. Desirable teaching/learning activities for students (K-12)

   c. Competenices, skills and knowledge needed by teachers in order to bring about desirable student outcomes.

   d. Content and materials which should be considered for inclusion in education personnel development programs.

2. Staff members in each college analyzed the task force reports and developed comprehensive lists of career education components, concepts, and competencies to be infused into education personnel development programs either by introducing new courses or infusion into existing programs.

3. College course syllabi were analyzed and the previously mentioned components were infused into courses according to criteria developed by the institution. The criteria were developed to assure that all students would receive instruction in career education in the most meaningful manner. For the most part, faculty members:

   a. Determined appropriate points of infusion of career education in their courses.

   b. Selected components appropriate to the points of intervention and compatible with the goals of the course.

B. Indicators of an effective program:

1. A list of career education competencies has been adopted for all personnel development programs.

2. Coordinated, articulated programs have been developed to allow students to acquire these competencies in each personnel development program.

3. Student teaching and other field experiences provide students in education personnel development programs experience in integrating career education concepts into instructional units and lesson plans.

4. Field experiences, including student teaching, are located in schools which have on-going career education programs and in which supervising teachers understand the relationship of career education to their instructional goals.

GUIDING PRINCIPLE

PROVISION IS MADE FOR DELIVERY SYSTEMS FOR CAREER EDUCATION INFORMATION FOR THE USE OF STAFF AND STUDENTS IN EDUCATION PERSONNEL DEVELOPMENT PROGRAMS.

A. Activities in which the ICCE engaged related to this principle:

1. Career Information System, a computer based information system developed in Oregon and in use in Oregon schools was made available to staff and students in Oregon institutions of higher education. CIS includes extensive labor market and occupational information about 231 carefully selected occupational fields representing about 97% of Oregon's labor market. It also described all post-secondary training programs in the state. CIS is available by computer terminal and needle sort and is used by college students in the career decision making process as well as serving as a model and educational program for future education personnel to prepare them to work in the public school.

2. Most institutions have developed Career Information Centers located for easy access by college students that contain relevant, up-to-date career information of two types, material that is representative of that being used in elementary and secondary schools and community colleges.

B. Indicators of an effective program:

1. Information concerning career education is relevant, up-to-date, and geared to the needs of the schools in which the students will be employed upon graduation.

2. An adequate supply of career education materials is readily available for use of staff and students to illustrate the range and types of materials and media services available in the public schools.

3. The resource collection included a list of available community resources related to career education such as appropriate field trips and resource speakers.

GUIDING PRINCIPLE

PROVISION IS MADE FOR INTERACTION AND COOPERATIVE EFFORTS BETWEEN COLLEGE PERSONNEL, TEACHERS AND ADMINISTRATORS OF EDUCATION PROGRAMS, K-12, STATE DEPARTMENT OF EDUCATION PERSONNEL, AND COMMUNITY RESOURCE PEOPLE.

A. Activities in which the ICCE engaged related to this principle:

1. Consortium task forces that developed reports on which syllabus revision was based were composed of representatives of the groups mentioned above.

2. Institutional advisory committees, task forces, and staff development activities included members from the groups mentioned above.

3. The five statewide staff development workshops provided numerous avenues for communication among all the groups listed above. Several of the workshops were held in conjunction with meetings of the Oregon Council of Career and Vocational Administrators, and concurrently with other statewide workshops in career education.

B. Indicators of an effective program:

1. Close liaison is maintained with career education personnel in local school districts, and the state education agency.

2. Faculty members are encouraged to attend career education conferences, institutes and workshops.

3. The college resource collection includes a list of available community resources related to career education such as appropriate field trips and resource speakers.

4. Representatives from education programs, K-12 and local communities serve on college career education advisory committees.

5. Time is made available for college staff members to help meet the needs of local school districts in career education staff and curriculum development programs.

GUIDING PRINCIPLE

PROVISION IS MADE FOR ADEQUATE EVALUATION OF THE INFUSION PROCESS AND ITS IMPACT ON EDUCATION PERSONNEL DEVELOPMENT STAFF AND STUDENTS.

A. Activities in which the ICCE engaged related to this principle:

1. A third-party evaluation was conducted each project year in each of the five divisions:

   a. Overall project management

   b. Staff development.

   c. Program infusion.

   d. Community resources utilization

   e. Certification and program accreditation

2. The evaluation was designed to seek answers to three basic questions:

   a. How can a state infuse career education into its personnel preparation program through a statewide system of education?

   b. Is it realistic for career education concepts, methods, and procedures to become an integral part of education personnel development programs?

   c. Did infusion make differences in personnel development personnels' perceptions, knowledges and methodologies and if so, what differences?

3. The evaluation instruments were administered to college administrative staff, instructional staff and students.

B. Indicators of an effective program:

1. The college has developed and implemented a plan for the evaluation of the infusion process which includes the measurement of student progress toward pre-determined program goals as well as staff and student perceptions of the program.

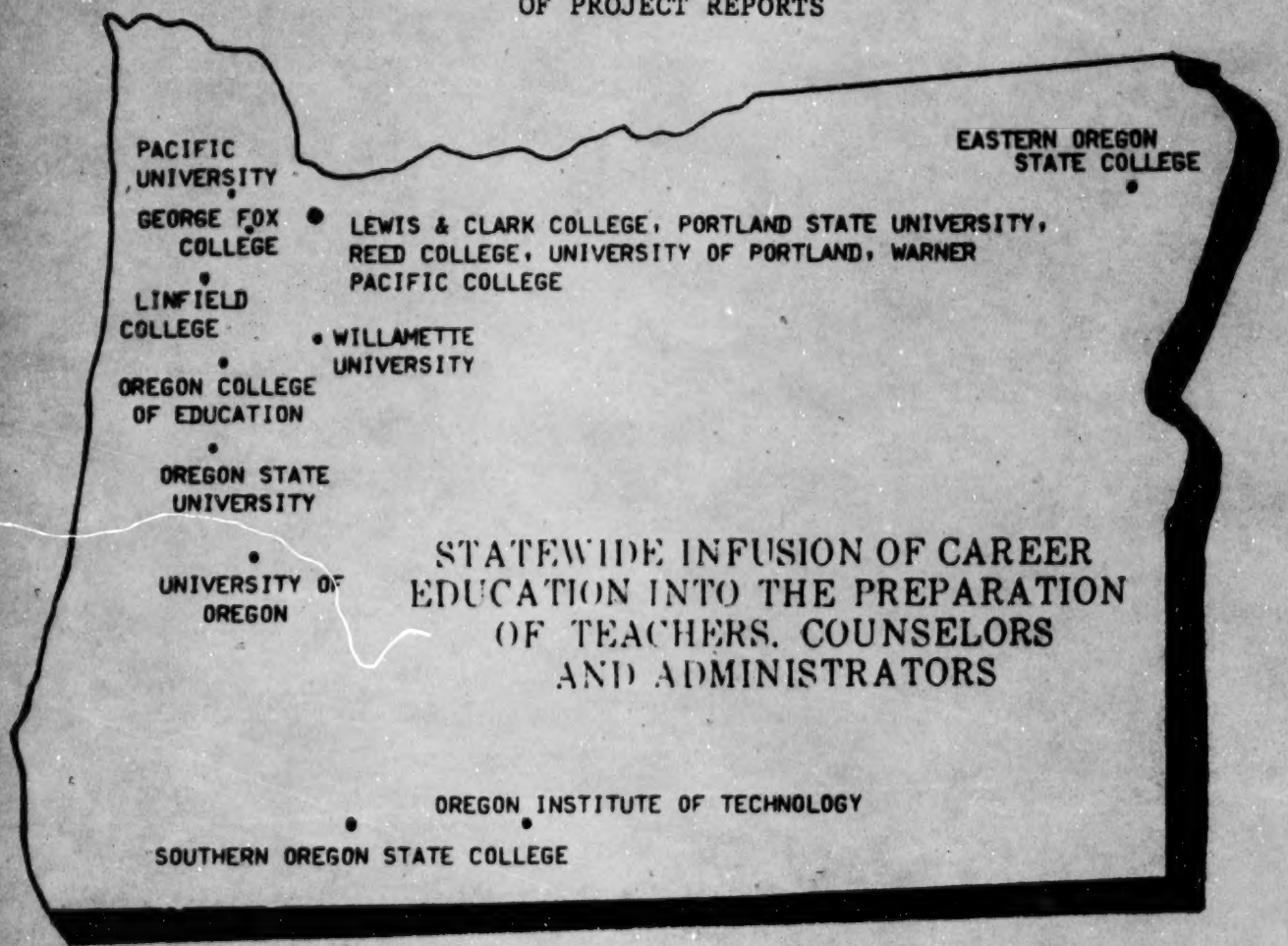
2. Follow-up studies of graduate and other on-going institutional evaluation activities include career education components.

APPENDIX

APPENDIX A

ABSTRACTS

OF PROJECT REPORTS


PACIFIC UNIVERSITY
GEORGE FOX COLLEGE
LINFIELD COLLEGE
WILLAMETTE UNIVERSITY
OREGON COLLEGE OF EDUCATION
OREGON STATE UNIVERSITY
UNIVERSITY OF OREGON
LEWIS & CLARK COLLEGE, PORTLAND STATE UNIVERSITY, REED COLLEGE, UNIVERSITY OF PORTLAND, WARNER PACIFIC COLLEGE
EASTERN OREGON STATE COLLEGE
OREGON INSTITUTE OF TECHNOLOGY
SOUTHERN OREGON STATE COLLEGE
STATEWIDE INFUSION OF CAREER EDUCATION INTO THE PREPARATION OF TEACHERS, COUNSELORS AND ADMINISTRATORS

INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION
3180 CENTER STREET NE
SALEM, OREGON 97301

Numerous documents reporting the work of the consortium have been reproduced. Abstracts of related reports are included in this document. The audience to which these reports are primarily addressed are teacher education institutions and state agencies concerned with personnel development for career education. Single copies of the reports, subject to availability of supply, will be made available upon request.

Darrell L. Ward

PROGRAM DEVELOPMENT REPORTS

TITLE: *Career Education in Elementary Teacher Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *65 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: The Elementary Teacher Training Task Force was responsible for identifying, collecting and organizing a body of career education information which would be appropriate for inclusion in elementary teacher training programs. The report of this task force presents the following outcomes: desired student outcomes (K-6); K-6 teaching-learning activities; teacher competencies (K-6); and career information for use in teacher training programs.

Recommendations suggested by the task force for teacher educators include: (1) acquire knowledge of what is happening statewide in the area of career education, (2) visit public schools and observe presentations to students K-6 followed by a discussion with the classroom teachers of how particular lessons reflect overall objectives for career awareness and (3) use of community resource people in the college and university classes.

Readers will find included in this report a bibliography of resource materials appropriate for career awareness programs at the elementary level. Classroom activities which could be infused at different grade levels of an career awareness program are provided for the areas of fine arts, language arts, mathematics, music, physical education and social studies.

The report of Elementary Teacher Education Course Infusion provides two syllabi used in elementary teacher preparation courses. The activities have been designed to facilitate the development of teacher competencies for career education.

Syllabi prepared for ED 356 Teaching Strategies and Materials: Reading I and Ed 357 Teaching Strategies and Materials: Language Arts at Portland State University accompany course descriptions, course objectives and student objectives. The specific student objectives reflect the need for students in Ed 356 and Ed 357 to have an awareness of the usefulness of reading skills in all life roles.

Teaching/learning activities included in the report illustrate career education content and an infusion process for use in reading programs. Examples of lesson plans developed by students in the course are included in the report. These include objectives, materials, procedures and suggestions for evaluating the lesson plan.

PROGRAM DEVELOPMENT REPORTS

TITLE: *Career Education in Secondary Teacher Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *40 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: The Secondary Teacher Training Task Force identified desired student outcomes and teacher competencies for grades 7-12. The Task Force further described how the student outcomes would apply in practice. Instructional approaches for meeting student objectives are discussed.

A comprehensive bibliography accompanying the report notes many sources of career education information which the Task Force felt useful for implementing the identified student outcomes. The areas covered by the bibliography are: Mathematics, Language Arts, Social Studies, Health and Physical Education, Fine Arts, Foreign Language and Science.

The recommendations of the Secondary Task Force included: (1) college and university disciplines should be surveyed in the manner of the prototype survey of the Social Sciences, (2) a matrix should be prepared showing the relationship of various disciplines to secondary school subjects, (3) there should be more exploration of the relationship of entry-level preparation to higher education, (4) the body of knowledge should include study of the relationship between technological change and entry-level skills, (5) school district guides should be available in teacher education resource centers, (6) there should be further study of differentiation between undergraduate and graduate study of career education, and (7) the Secondary Task Force Report should be used to acquaint business and industry leaders with the developing views of people involved in teacher education at the secondary level.

Part two of this publication describes the course infusion activities for secondary teacher training at Oregon College of Education and Portland State University. Oregon College of Education identified career education goals and related classroom activities for two courses Ed 363, Secondary Block and Ed 522 and Ed 571, Junior High and Secondary School Curriculum. The identified goals are directly related to course goals.

Portland State University pilot tested syllabi for secondary education teacher preparation in Ed 408, Special Secondary Methods: Physical Education; Ed 408, Special Secondary Methods: Science; Ed 469, Developmental Reading and Composition; Ed 548 BD, Advanced Secondary Methods: Science Advanced Methods; Ed 548 BC Advanced Methods: Social Science. Each final revised syllabus includes general and specific course objectives, course content, student activities, evaluation procedures, and bibliographic citations. Summaries provided by each course instructor indicated their perceptions of student awareness levels at the completion of the pilot trials. Recommendations for further refinement of each syllaus are also provided by the teacher trainers.

PROGRAM DEVELOPMENT REPORTS

TITLE: *Career Education in Special Education Teacher Preparation*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *40 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: The Special Education Task Force was responsible for identifying, collecting and organizing a body of career education information deemed to merit consideration in the training of special education personnel. The findings reported reflect a consideration of career development theory as the basis for identifying bodies of career education knowledge for infusion into programs serving students with special needs.

Twenty-two student outcomes related to career education which are important for handicapped students to acquire are listed in the report. Each outcome is classified under one of the following three basic areas: (1) Daily Living Skills, (2) Occupational Guidance and Preparation, and (3) Personal-Social Skills. Teacher Competencies in seven skill areas related to the teaching of special education students are provided.

The Task Force made the following recommendations for preparing teachers with career education competencies: (1) selected characteristics of teacher training in special education be considered for teachers in regular training programs, (2) regular classroom teachers and the training programs for those teachers might begin to differentiate more precisely the expectations for adults and for children, (3) teacher trainers should be provided an opportunity to work with children who have difficulties in learning during the preservice period, and (4) that the emphasis on career education be viewed as an appropriate totally separate educational area.

Part two of the report, Course Infusion, offers two preservice course syllabi for the area of special education. These involve courses tested at Portland State University and previously developed at the University of Oregon, respectively. The PSU course, first taught in 1973, is entitled, Adolescent Curriculum/Career Education for the Handicapped. This course included content in the areas of Daily Living Skills, Occupational Guidance and Preparation, and Personal-Social Skills. Preservice students selected one of five options for course work.

The syllabi used in the University of Oregon course entitled Curriculum for the Mentally Retarded (SPF 489). Included the identified course texts, goals, thirteen preservice student objectives and evalution methodology. The syllabi presents a tentative course outline which included identified discussion topics relating career education topics to the special education preservice curriculum.

PROGRAM DEVELOPMENT REPORTS

TITLE: *Career Education in Vocational Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *25 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: The report of the Vocational Teacher Training Task Force provides information on activities and findings of the Task Force which has responsibility for identifying, collecting and organizing a body of career education information deemed to merit consideration in the training of vocational education personnel.

Included in the report are eleven suggested instructional packages. The Task Force felt that each package could be inserted into an on-going vocational teacher education course without major revision of the course. Each package includes a student activity intended to help the student relate career education concepts to an on-going vocational education course or program. The package specifies the content required in the finished lesson, specific elements which the student will address in the development of the product and vocational teacher education competencies to be demonstrated by completion of each of the eleven products.

The Course Infusion section of the report presents three teaching-learning activities representing three of the ten determined course goals. The three teaching/learning activities were pilot tested in IED 420, Industrial Education Organization and Management. This is a three credit hour course taught at Oregon State University.

The three learning experiences focus on the organization of: (1) cooperative work experience programs, (2) individual instruction plans, and (3) career information for a vocational or cluster area.

The procedure for student evaluation and the format for a student performance record are a part of this section of the report. In addition to the description of each student activity, specific elements to be addressed and student competencies, a listing of useful resources accompanies each activity.

PROGRAM DEVELOPMENT REPORTS

TITLE: *Career Education in Counselor Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *70 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: This Task Force was responsible for identifying, collecting and organizing a body of career education information worth consideration for the training of school counselors. The Task Force recommended teaching/learning activities which were based on eight basic career guidance competencies for teachers which were identified in a separate USOE funded project. Competencies needed by administrators, teachers and counselors which impact on all eight student competency areas are listed in the project.

Teaching/learning activities which relate to the guidance competencies were described in the report. Various activities relate to the primary, middle or upper, and junior high or high school level. The activities were selected from activities of other projects, school districts and Oregon's Career Information System. Teaching/learning activity packages include in addition to the activity topic, a statement of the purpose, objective, materials or facilities needed and the methodology prescribed for conducting the activity. Bibliographic citations are listed in the report.

The second part of the report, Course Infusion, presents syllabi for counselor preparation courses pilot tested at Portland State University and previously developed at Lewis and Clark College, respectively. The syllabus used in Ed 516: Career Education at Lewis and Clark College includes a description of the course purpose and procedures. An outline of topics used for ten class sessions accompanies the Lewis and Clark College syllabus.

The revised syllabus for Ed 486: Occupational and Educational Information, a three credit hour course at Portland State University, includes a listing of course objectives and an outline of recommended course content. This syllabus also presents suggested teaching/learning activities for the students enrolled in this course.

PROGRAM DEVELOPMENT REPORTS

TITLE: *Community Resources for Teacher Preparation in Career Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *55 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION. It was the responsibility of the Community Resources Task Force to develop strategies and procedures which could be used to identify and utilize community resources at the college or university level. The report lists ten task force formulated objectives and indicates accomplishments related to each one.

One of the decisions reached by the task force was that community resources should be initially identified and utilized in higher education in the areas of Arts and Letters, Business Administration, Engineering and Education. Five types of community resources were identified: (1) speakers to be brought on campus to aid instruction, (2) community sites and personnel to serve as the locus for visitations, (3) community sites and personnel to serve as the locus for college and university students to have exploratory hands-on work experiences, (4) community sites and personnel to serve as the locus for college and university students to have preparation experiences, and (5) community sites which may be utilized for college and university faculty work experiences.

The Task Force worked with the Institute for Public Affairs Research (IPAR) to bring about the expansion of the IPAR inventory of community resources used in K-12 public school programs so that colleges in the Portland-Metropolitan area could benefit from those services.

The report features the program of the Career Education Community Resources Conference held March 11, 1976 at Portland State University. This conference was sponsored by the Community Resources Task Force for the purpose of discussing the use of community resources holding potential for enhancing college and university programs and the use of college and university programs for employe, product and marketing development.

The Task Force made eleven recommendations for action. The following suggestions were included in those recommendations: (1) the Community Resources Task Force should provide leadership for the development of orientation sessions designed to develop and improve the utilization of college and university personnel by the community, (2) colleges and universities should study, develop and expand the use of advisory groups composed of suitable representation from the communities, and (3) increased and continuous effort should be made to assure more participation of women and minorities.

PROGRAM DEVELOPMENT REPORTS

TITLE: *Career Information for Teacher Preparation in Career Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *115 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: The Career Cluster Task Force Report presents (1) desirable outcomes for K-12 students and teacher education students, (2) teaching/learning activities for use at the college and university level, (3) competencies, skills and knowledge which teacher educators should have to deliver teaching/learning activities, and (4) content and materials which should be considered for inclusion in education personnel preparation programs in the colleges and universities.

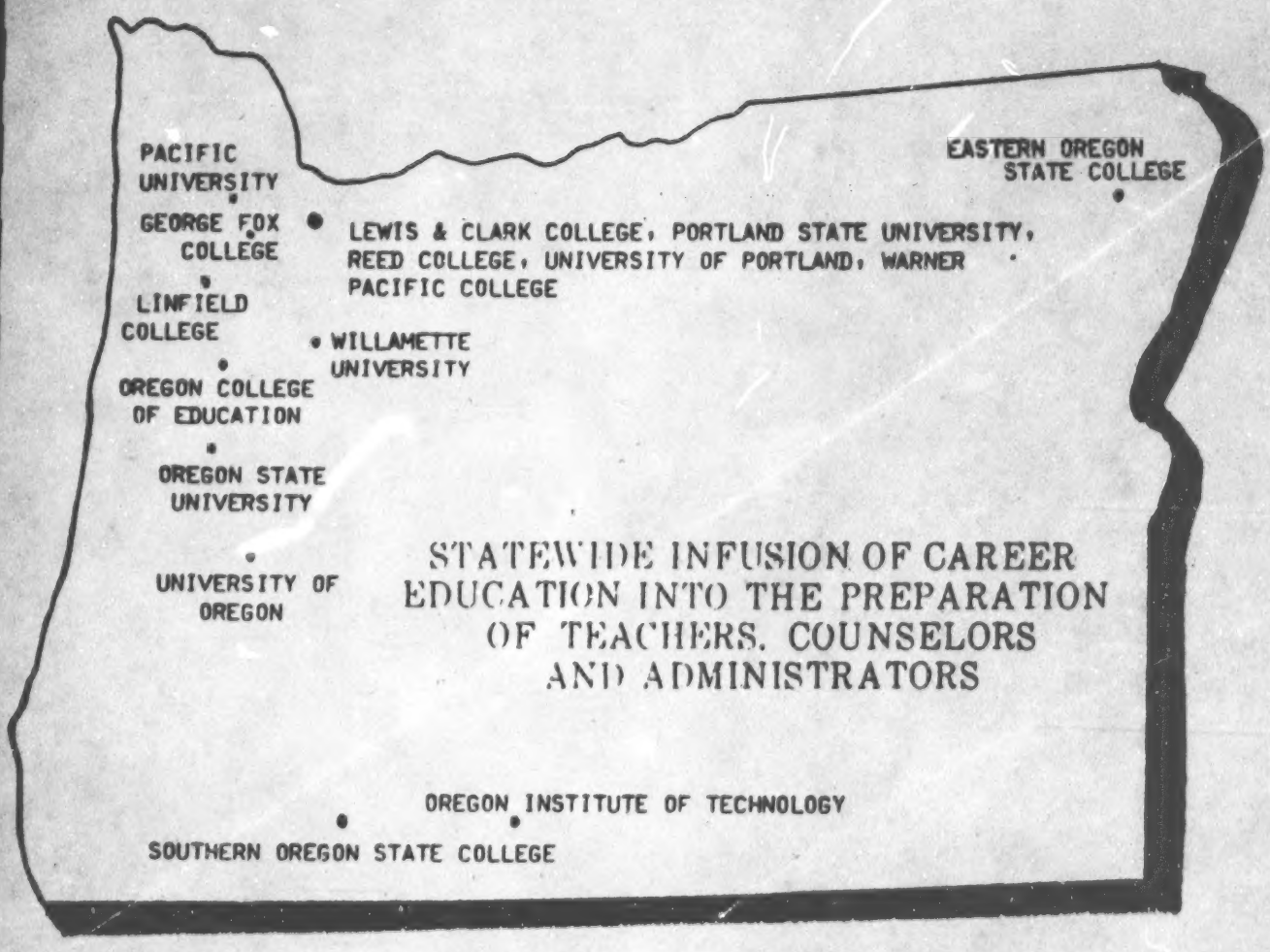
In the report section entitled, "Introduction to the Career Cluster Concept", the Task Force differentiates between the Oregon, U.S. Office of Education and Career Information System approaches to grouping of occupational titles and identifies the classification schematic on which each approach is based. Also delineated in this section of the report are methods of gathering and disseminating career and occupational person power information.

Content and materials for inclusion in teacher training courses constitutes the major contribution of this report. Fourteen selected clusters were presented and information was given describing person power needs for each cluster.

The second section of the report presents a suggested model for the delivery of career information in preservice teacher training programs. The model prescribes the use of counselors, placement offices and career information centers as means for providing information to teaching faculty who could incorporate the information into teaching/learning activities.

APPENDIX B

GUIDELINES FOR PREPARATORY PROGRAM ACCREDIATION IN CAREER EDUCATION


PACIFIC UNIVERSITY
EASTERN OREGON STATE COLLEGE
GEORGE FOX COLLEGE
LEWIS & CLARK COLLEGE, PORTLAND STATE UNIVERSITY, REED COLLEGE, UNIVERSITY OF PORTLAND, WARNER PACIFIC COLLEGE
LINFIELD COLLEGE
WILLAMETTE UNIVERSITY
OREGON COLLEGE OF EDUCATION
OREGON STATE UNIVERSITY
UNIVERSITY OF OREGON
STATEWIDE INFUSION OF CAREER EDUCATION INTO THE PREPARATION OF TEACHERS, COUNSELORS AND ADMINISTRATORS
OREGON INSTITUTE OF TECHNOLOGY
SOUTHERN OREGON STATE COLLEGE

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PREFACE

The material presented in this document is intended as guidelines for use by colleges and universities which prepare teachers and other concerned agencies and institutions. In addition to the guidelines for Career Education Preparatory Program Accreditation, the document contains definitions of key career education terms used in the Oregon Rules for Certification of Teachers, Specialists and Administrators and outlines basic competencies in career education needed by all elementary and secondary teachers.

It is hoped that these materials will assist teacher education faculties to establish preparatory programs responsive to the developing career education needs of the State. The need for specific preparation in the area of career education has been borne out by responses of school administrators to a survey concerning personnel needs in career education. While the data did not indicate a need for a specific teacher certification endorsement in career education it did indicate that all teachers should have minimum competencies in this area.

After extensive study of the needs for career education personnel development the Interinstitutional Consortium for Career Education has recommended that these guidelines, definitions and competency statements be used by college and university personnel in the revision of current preparatory programs to include concepts and understanding in the area of career education. The ICCE further recommended that preparation in career education be provided to all prospective teachers at the basic certification level.

All material in this document has been taken from the report, Career Education Personnel Certification and Program Accreditation. The full report, developed jointly by the Teacher Standards and Practices Commission and the ICCE is available from the ICCE office.

Darrell L. Ward, Director
Interinstitutional Consortium
for Career Education

GUIDELINES FOR PREPARATORY
PROGRAM ACCREDITATION IN CAREER EDUCATION

Responses to the following questions are intended to provide indicators of the quality of career education aspects of a teacher preparation program. They are referred to institutions, agenices and individuals responsible for accreditation of programs as supplementary guidelines to be used in development of institutional self-study reports and by outside program review/accreditation teams.

I. CURRICULA FOR TEACHER EDUCATION

A. What evidence exists to show that career education guidelines are available and that they have been used in planning and evaluating the teacher education curricula?

B. What evidence indicates that consideration is given to the recommendations of groups such as those listed below?

Local consortia groups or advisory committees
The Career Education Section of the Oregon Department of Education
The Career Education Personnel Development Project
The Interinstitutional Consortium for Career Education
The Governor's Advisory Council for Career Education
The Northwest Regional Educational Laboratory
The Four-State Project for Career Guidance for Classroom Teachers
The Office of Career Education, U.S. Office of Education

C. Have provisions been made in each endorsment program for attention to relevant career education concepts and competencies?

D. Has specific provision been made for the inclusion of career education concepts in certain courses or identifiable aspects of the program for humanistic and behavioral studies?

E. What evidence can be collected to demonstrate that attention has been given to the inclusion of the concepts characteristic of the Oregon approach to Career Education?

F. Where in the program are conceptual understandings developed for such terms as these:

Career awareness
Career clusters
Career development
Career education
Career exploration
Career guidance
Career preparation
Life roles
Vocational education

G. Has a list of career education competencies been adopted for the teacher education program? Where have they been implemented, monitored and assessed?

H. What opportunities exist for prospective teachers to have experiences with children and youth in a learning environment in which concepts and activities of a career education nature are being explored?

I. Does a portion of the total student teaching or internship experience provide the prospective teacher with an opportunity to deal with career education concepts integrated with other assigned instructional responsibilities?

J. Does the college make an attempt to locate supervising teachers who have an understanding of the place of career education in their field and who encourage prospective teachers to include career education content and experiences in plans and instruction?

II. FACULTY FOR TEACHER EDUCATION

A. What opportunities have faculty members had which would familiarize them with ongoing career education programs?

B. What recent conferences, institutes, or workshops on career education have faculty members attended?

C. In what work experience (in addition to teaching) have faculty members engaged?

III. RESOURCES AND FACILITIES FOR THE TEACHER EDUCATION PROGRAM

A. Is an adequate supply of career education material available for use to illustrate the range and type of materials and media services now available in the public schools?

B. Does the media collection include materials such as the following?

Career Education books, periodicals, pamphlets, files, films, filmstrips, tapes and cassettes
The Oregon Department of Education publications including the Career Education Resource Catalog and all "updates"
Access to the Career Information System (CIS)
The Dictionary of Occupational Titles
Occupational Outlook Handbook
Public school career education curriculum materials

C. Where are career information materials available? Are they easily accessible?

D. Does the resource collection include a list of available community resources related to career education such as appropriate field trips and resource speakers?

E. What evidence shows that faculty members are aware of the materials and media and that the materials are being utilized by students?

IV. EVALUATION, PROGRAM REVIEW AND PLANNING

A. Is formation on the competencies of graduates collected, evaluated and used with consideration for appropriate career education objectives?

B. Do short-rante and long-range plans include attention to career education concepts?

That is, what procedure exists for developing career education goals, for identifying career education objectives, and establishing the means by which prospective teachers will attain the selected competencies?

DEFINITIONS OF KEY CAREER EDUCATION TERMS
FOR TEACHER CERTIFICATION PURPOSES

The following key terms, some of which already appear in Oregon Rules for Certification of Teachers, Specialists and Administrators, have been defined for the purpose of articulating to those responsible parameters for preparing educational personnel.

1. CAREER AWARENESS -- An educational process through which the student is provided the opportunity to recognize the relationship among the six life roles of learner, individual, producer, citizen, consumer, and family member, develop an awareness of the many occupational careers available, develop wholesome attitudes toward work and respect for workers in all fields, and develop an awareness of self in relation to occupational careers.

2. CAREER CLUSTER -- A group or "family" of related occupations, such as food service occupations, health occupations, social service occupations, etc., which have common or similar skills and knowledge requirements.

3. CAREER DECISION-MAKING -- The skill of making choices which evolves throughout one's career development as a result of the interrelation of self-information with career information.

4. CAREER DEVELOPMENT -- The acquisition of knowledge, skills and attitudes in relation to the producer role resulting from lifelong career related experiences, decisions and interactions.

5. CAREER EDUCATION -- As an integral part of the total education program, career education embraces the concept that each individual must learn to function effectively in six life roles: learner, individual, producer, citizen, consumer, and family member. Using the producer role as a major focal point, career education provides, within the curriculum, learning experiences to develop the attitudes, knowledge, and skills that enable persons to perform successfully in the producer role and assist them in related life roles.

6. CAREER EXPLORATION -- An educational process that helps learners arrive at tentative career choices and develop tentative occupational plans through exploring key occupational areas, assessing their own career and personal interests and abilities, becoming familiar with occupational clusters, and gaining experience in making meaningful career decisions.

7. CAREER GUIDANCE -- An integral part of the total career education process which aids learners in integrating self information with career information, in career decision-making, and in career planning appropriate to the individual's stage of career development.

8. CAREER PREPARATION -- An educational process designed to develop the knowledge, attitudes and skills required for effective job entry and/or advance occupational or education training.

9. OCCUPATIONAL AWARENESS -- (see Career Awareness)

10. OCCUPATIONAL EXPLORATION -- (see Career Exploration)

11. VOCATIONAL EDUCATION -- Vocational education is defined as a component of career education which offers specific skill training in a wide variety of subtechnical and subprofessional skills to prepare individuals for gainful employment.

CAREER EDUCATION COMPETENCIES FOR TEACHERS

The following have been identified as the 8 most basic competencies needed by classroom teachers relating to development and delivery of career education teaching/learning activities.

1. Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.

2. Enable learners to discover the interactions and relationships among life roles, personal life styles and occupational choices.

3. Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

4. Provide the learners with occupational information.

5. Identify and use school and community resources which will assist the learners in their career development.

6. Enable learners to identify and understand the differences in working relationships associated with various occupations.

7. Enable learners to acquire and apply decision-making skills.

8. Work with the learners in involving parents in the learners' career development.

APPENDIX C

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Module I	Career Education an Integrating Process
Module II	Essentials of Career Development Theory
Module III	Self-Concept Development
Module IV	Child Study
Module V	Curriculum
Module VI	Community Involvement in a Career Education Program
Module VII	Career Education and Minorities

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APPENDIX D

Career Clusters

COURSE DESCRIPTION

The purpose of this course is to provide educational practitioners with information about occupational clusters as well as suggested strategies for implementing a career cluster concept approach at the local level. Various types of occupational clusters and curriculum development efforts will be studied in order to provide a rationale for the career cluster concept. Alternative approaches and procedures for implementing the cluster concept will be covered. An individualized instructional system along with a number of resource materials will be presented.

COURSE GOALS

The teacher-trainee will:

1. Identify a working definition of career education.
2. Develop an understanding of career awareness, career exploration, and career preparation concepts.
3. Delineate basic principles that underlie career education.
4. Formulate a career education rationale through identification/understanding of career education principles and career related skills.
5. Identify major goals of career education.
6. Identify and develop understandings of career cluster concepts, and the cooperation needed to implement career clusters as an integral part of educational experiences.
7. Extend personal knowledge and understanding of career clusters.
8. Develop career cluster goals for infusion into a local school system program.

9. Develop leadership skills in supervision/coordination of career cluster curriculum development and implementation which builds in articulation, quality, and improvement of instruction.
10. Plan/design/establish staff development in-service programs for career education.
11. Collect/assess/evaluate career education resources for students and career education personnel.
12. Identify/differentiate career education resources.
13. Identify and utilize materials, facilities, and equipment necessary for career education.
14. Identify/describe basic components of a comprehensive career education evaluation system.
15. Identify and provide a rationale for the role and function of evaluation in career education.
16. Identify techniques and evaluation designs for evaluating career cluster programs.

GOALS/OBJECTIVES/ACTIVITIES

1. IDENTIFY A WORKING DEFINITION OF CAREER EDUCATION.

1.1 Read various definitions of career education. Discuss in a group and list ideas regarding:

1.1 the importance of developing a definition of career education.

1.2 Commonalities and differences among the definitions presented.

1.3 a tentative working definition of career education.

If the group reaches no consensus regarding definition, it should record the main trends or ideas in the discussion for future reference.

1.2 Write a concise definition of career education as you understand it operates in a school system. Enlist review/critique of your definition by a panel of personnel involved in career education. Revise the definition, based upon review data.

1.3 Write a personal career education philosophy consistent with one's working definition of career education.

2. DEVELOP AN UNDERSTANDING OF CAREER AWARENESS, CAREER EXPLORATION, AND CAREER PREPARATION CONCEPTS.

2.1 Study two or more sources in career development and distinguish among career awareness, career exploration, and career preparation concepts. Write a summary of principles for each. Identify implications of each (career awareness, career exploration, and career preparation) for instructional planning and implementation.

2.2 Identify/review two or more sources in which career awareness, career, exploration, and career preparation are defined; write operational definitions for each. Determine the career education needs of students in a given school district and classify those needs according to operational definitions.

3. DELINEATE BASIC PRINCIPLES THAT UNDERLIE CAREER EDUCATION.

3.1 Research the conceptual assumptions of basic career education concepts in the literature, such as in USOE's Policy Paper, An Introduction to Career Education, pp. 4 and 5; specify underlying principles for each assumption.

3.2 Review three career education program descriptions of local school districts; identify the basic assumptions/principles of career education within each program.

3.3 Participate with career education consultants in a discussion of the basic principles that underlie career education and identify implications of the principles for relevancy in curriculum and education.

4. FORMULATE A CAREER EDUCATION RATIONALE THROUGH IDENTIFICATION/UNDERSTANDING OF CAREER EDUCATION PRINCIPLES AND CAREER-RELATED SKILLS.

4.1 Compose a letter to a hypothetical local board of education, listing the needs of the school and its community, that warrant installation of a career education program. Include in the letter a rationale for such a program based on the expressed needs, state and national statistics, local attitudes, and interests. Emphasize in the letter the implications of career education for the elementary and secondary school programs.

4.2 List the various rationales for career education given in various sources and compare the rationales.

4.3 Write/present a rationale for career education; document the rationale with appropriate materials and resources.

5. IDENTIFY MAJOR GOALS OF CAREER EDUCATION.

5.1 Discuss in small groups the differences and/or similarities among the goals of career education and education found in a set of literature sources.

5.2 Compare various career education goal/objective matrices (e.g., Comprehensive Career Education Model, Texas Learner Outcomes, Michigan Student Outcomes, Arizona Matrix, etc.; note similarities and differences).

6. IDENTIFY AND DEVELOP UNDERSTANDINGS OF CAREER CLUSTER CONCEPTS, AND THE COOPERATION NEEDED TO IMPLEMENT CAREER CLUSTERS AS AN INTEGRAL PART OF EDUCATIONAL EXPERIENCES WITHIN THE COMMUNITY.

   6.1 List several career cluster concepts/terms (on transparency or chalkboard) which are found in career cluster models. Each trainee will write a definition for each term/concept; in small groups, trainees will compare definitions and summarize the discussion.

7. EXTEND KNOWLEDGE AND UNDERSTANDING OF CAREER CLUSTERS.

   7.1 Develop a chart or illustration of the 15 USOE career clusters with their corresponding families of occupations and/or other career information.

   7.2 Develop a chart or illustration of the Oregon career clusters with their corresponding families of occupation and/or other career information.

8. DEVELOP CAREER CLUSTER GOALS FOR INFUSION INTO A LOCAL SCHOOL SYSTEM PROGRAM.

   8.1 Identify the program goals in a local school system and develop career cluster goals which may be infused within the curriculum to meet the needs of students.

   8.2 Develop career cluster objectives which will meet the career preparation program needs of children in a local school system. Review and critique objectives/goals as a class.

9. DEVELOP LEADERSHIP SKILLS IN SUPERVISION/COORDINATION OF CAREER CLUSTER CURRICULUM DEVELOPMENT AND IMPLEMENTATION WHICH BUILDS IN ARTICULATION, QUALITY, AND IMPROVEMENT OF INSTRUCTION.

9.1 Plan and participate in a panel discussion in which (1) the implications of career cluster education for curriculum improvement are identified and (2) the ways to organize staff to develop and implement career cluster learning experiences (11-12) for youth are discussed.

9.2 List the tasks involved in planning and implementing career cluster concepts; identify leadership skills and roles required to plan, supervise, and coordinate integration of career cluster concepts into the curriculum.

9.3 Design a plan for developing and implementing curriculum which provides for quality career cluster experiences, including preparation of staff, planning for community resource use, and an evaluation program to assist in achieving quality.

10. PLAN/DESIGN/ESTABLISH STAFF DEVELOPMENT IN-SERVICE PROGRAMS FOR CAREER EDUCATION.

10.1 Develop a questionnaire to determine the needs of a local school staff for implementing instruction in career clusters.

10.2 Design a comprehensive in-service program for staff development in career cluster education which includes use of community personnel in the classroom and field settings, conferences, workshops, curriculum development seminars, involvement with placement services, follow-up studies, and the like.

RESOURCES

11. COLLECT/ASSESS/EVALUATE PRINT AND NON-PRINT CAREER EDUCATION MATERIALS/ RESOURCES FOR STUDENTS AND CAREER EDUCATION PERSONNEL.

    11.1 Develop criteria (include a criterion which excludes race/sex/ethnic/ religious or other biases) for collecting assessing/evaluating print and non-print career education materials/resources for students and career education personnel. Apply developed criteria to assess/ evaluate and select materials/resources to be used in career cluster classes.

12. IDENTIFY/DIFFERENTIATE CAREER EDUCATION RESOURCES (REFERENCES IN PRINT AND COMMUNITY PERSONS) APPROPRIATE/NECESSARY FOR ACCESSING CAREER INFORMATION (OCCUPATIONAL, EDUCATIONAL, AND PERSONAL-SOCIAL).

    12.1 Develop and organize by career clusters a career-oriented resource package which includes an annotated bibliography of references in print.

    12.2 Use a computerized career information system such as, SIGI, CVIS, OIS, CIS, etc.

13. IDENTIFY/UTILIZE MATERIALS, FACILITIES, AND EQUIPMENT (IN AND OUTSIDE OF SCHOOL) NECESSARY FOR CAREER EDUCATION.

    13.1 Prepare a list of selection criteria for identification of resource materials needed in school libraries (11-12) for implementation of career clusters. Identify/list resources materials currently available and appropriate for career education, based upon the selection criteria listed, listings in ERIC for career education, the recommendations of the American Library Association, the American Personnel and Guidance Association, local school librarians, and the like.

Teaching Strategies and Materials
Reading I

Course Description

This is the first of two component sequence in reading for elementary teachers. Emphasis is on the reading process, the total reading program, approaches to the teaching of reading, including basal reader, phonic, language experience and linguistic approaches. Consideration is given to word recognition, comprehension, readiness and beginning reading, selection and evaluation of materials, classroom organization, and management of reading programs, and professional organizations of teachers of reading. Field experience is required.

General Objectives

This is an introductory course in the teaching of reading in the elementary school designed to present theory and practice in the teaching of reading so that the university student will have basic competencies needed to teach in an elementary classroom.

Specific Objectives

Student will be able to state long-range objectives of school reading programs.

Students will be able to describe the strands and components of a total reading program.

Students will be able to formulate a definition of reading and discuss various characteristics of the reading process.

Students will know the major sound-symbol relationship of the English writing system and their implications for the reading program.

Students will be able to plan, carry out and evaluate the effectiveness of developmental reading activities of each child at an age group of their choice.

Students will be able to plan a comprehensive program of pre-reading activities and describe procedures for recording children's growth and development.

Students will be able to plan, carry out and evaluate activities designed to develop children's reading skills in the areas of phonics, structural analysis, vocabulary, comprehension, and study skills.

Students will have a general knowledge of career awareness and how it can be integrated into the reading program at appropriate times.

Students will be able to describe the characteristics and discuss strengths and weaknesses of commercial basal reading materials.

Students will be able to write a lesson plan including a career awareness focus, using a basal reader.

Students will know the rationale underlying the language experience approach to the teaching of reading and will be able to plan, carry out and evaluate language experience activities appropriate to children's stages of development.

Students will be able to write a lesson including career awareness focus for a language experience unit.

Students will be aware of career education materials available to use as a vehicle for teaching reading.

Students will be able to describe plans for organizing a classroom to accommodate a range of different reading activities.

Students will be able to state and discuss principles of classroom management.

Students will know of NCTE and IRA and make use of their publications.

Advanced Secondary Methods
Reading

Course Description

This course is a lecture/discussion/research course for teachers in content areas (secondary school). It presents an opportunity for them to examine in depth the relationship between theory and practice of the teaching of reading in order to extend their abilities in teaching reading as a means rather than an end.

Course Objectives

Students will be able to:

- State a personal philosophy for development reading in secondary school.
- Identify reading in their content areas by analyzing and preparing materials.
- Apply strategies for teaching reading in a content area and in small group setting.
- Identify the strength and weaknesses of a given student's approach to reading and provide appropriate instruction.
- Assess their own understanding of reading processes and formulate personal goals to increase their knowledge and skills in the teaching of reading.
- Identify how reading and language arts are essential to the successful functioning in each of the life roles (producer, consumer, family, citizen and leisure).
- Verbalize how career education objectives contributes to the language arts and reading program by providing the motivation to learn.
- Develop a term project including career education focus for content area reading.
- Know how study trips and resource persons can be utilized in expanding awareness and exploration of activities in which reading skills are needed.

Course Overview

Discussion of psychology of reading theories and linguistics,
Techniques of diagnosis and methods of providing for individual differences,
Evaluation of reading materials, disgnostic instruments, etc.,
Examination of current and innovative materials and programs,
Critical reading,
Library and/or field research; special topics of interest,
Preparation of reading materials in content areas,
Career Awareness.